

Missouri Department of Elementary and Secondary Education

Special Education State Profile

As required by the Individuals with Disabilities Education Improvement Act of 2004, the Missouri State Performance Plan (SPP) is a six-year plan that includes targets for student performance indicators and improvement activities designed to enable districts* and the state to meet those targets. Missouri is also required to publicly report on the performance of each local education agency (LEA) in relation to the targets established in the SPP. The State Performance Plan can be found online at: <http://www.dese.mo.gov/divsped/SPPpage.html>.

Page 1 of this profile summarizes whether the State met or did not meet the targets for each performance indicator. The remaining pages provide additional data for the SPP indicators (noted as "SPP #").

Students with disabilities are those students who qualify for special education services and who have an Individualized Education Program (IEP). Data sources are provided for each table included in this profile, however most of the data are reported by the LEAs directly to DESE.

*The word "district" includes responsible public agencies such as local school districts, charter schools and state operated programs.

Questions? Please contact the Division of Special Education - Data Coordination at 573-526-0299 or webrepliespedc@dese.mo.gov.

SPP Targets and District Status

SPP Indicator*	State Data 2007-08	Target 2007-08	Target 2010-11
Early Childhood Special Education Data			
Percent of children referred by First Steps prior to age 3, who are found eligible for ECSE, and who have an IEP developed and implemented by their third birthdays (SPP 12)	97.38%	Not Met	= 100.00% = 100.00%
Child Count and Educational Environment Data			
Percent of children with IEPs inside regular class at least 80% of the day (SPP 5a)	58.39%	Not Met	≥ 59.00% ≥ 60.50%
Percent of children with IEPs inside regular class less than 40% of the day (SPP 5b)	9.99%	Met	≤ 10.80% ≤ 10.50%
Percent of children with IEPs served in separate settings (SPP 5c)	3.64%	Not Met	≤ 3.40% ≤ 3.20%
Was district identified as having disproportionately of racial/ethnic groups in special education that is the result of inappropriate identification? (SPP 9/10)	NA		
Assessment Data			
Participation rate for children with IEPs on statewide assessment for Communication Arts (grades 3-8, 11) - (SPP 3b)	99.64%	Met	≥ 95.00% = 100.00%
Participation rate for children with IEPs on statewide assessment for Mathematics (grades 3-8, 10) - (SPP 3b)	99.57%	Met	≥ 95.00% = 100.00%
Proficiency rate for children with IEPs on statewide assessment for Communication Arts (grades 3-8, 11) (SPP 3c)	19.03%	Not Met	≥ 51.00% ≥ 75.50%
Proficiency rate for children with IEPs on statewide assessment for Mathematics (grades 3-8, 10) (SPP 3c)	22.64%	Not Met	≥ 45.00% ≥ 72.50%
Evaluation Data			
Percent of children with parental consent to evaluate who were evaluated and eligibility determined within 60 days (SPP 11)	96.53%	Not Met	= 100.00% 100.00%
Parent Survey Data			
Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities (SPP 8)	72.18%	Not Met	≥ 72.50% ≥ 80.00%
Suspension/Expulsion Data			
Was district identified as having significant discrepancies in suspension/expulsion rates? (SPP 4a)	NA		
Secondary Transition Data			
Graduation rate for students with disabilities (SPP 1)	76.66%	Met	≥ 75.00% ≥ 78.50%
Dropout rate for students with disabilities (SPP2)	4.45%	Not Met	≤ 4.30% ≤ 3.80%
Percent of youth age 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals (SPP 13)	82.50%	Not Met	= 100.00% = 100.00%
Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school (SPP 14)	79.96%	Met	≥ 74.00% ≥ 75.50%

*Only those indicators for which data are available and/or targets have been established are included in this summary.

Early Childhood Special Education (ECSE) Data

Early Childhood Special Education Child Count and Participation Rates

The following indicates the number of children who are eligible to receive early childhood special education services.

Total Early Childhood 3-pK5		
	Child Count	Participation Rate
2007-08	11,315	6.06%
2006-07	10,873	5.82%
2005-06	10,856	5.82%

Source: District reported data from Core Data Screen 11 and census data - 2003 population estimates

Participation Rate = Child Count / Census

Early Childhood Special Education Educational Environments (ages 3-pK5) (SPP 6)

The following indicates the educational environment of children receiving early childhood special education services.

Educational Environments	2006-2007		2007-2008	
	#	%	#	%
In the regular early childhood program at least 80%	5,165	47.50%	5,447	48.14%
In the regular early childhood program 40-79%	1,375	12.65%	1,407	12.43%
In the regular early childhood program less than 40%	332	3.05%	454	4.01%
Separate Class	2,779	25.56%	2,629	23.23%
Separate School	198	1.82%	200	1.77%
Residential Facility	4	0.04%	2	0.02%
Home	158	1.45%	175	1.55%
Service Provider location	862	7.93%	1001	8.85%
Total Early Childhood	10,873	100.00%	11,315	100.00%

Source: District reported data from Core Data Screen 11

Percentage = Educational Environment / Total Educational Environment

Transition from First Steps (Part C) (SPP 12)

For children referred from the First Steps program, districts are required develop and implement an IEP by the third birthday.

The following data shows the percent of children referred by First Steps prior to age 3, who were found eligible for ECSE, and who had an IEP developed and implemented by their third birthday

Reporting Year	Number referred	IEPs developed within acceptable timelines	Percent developed within acceptable timelines*
2007-08	229	223	97.38%
2006-07	160	149	93.13%
2005-06	331	317	95.77%

Source: Data are collected from districts in the year prior to MSIP review; therefore not available for all districts every year

Statewide reporting includes approximately 1/5 of all school districts in the state each year

* Pending finalization of the Special Education Compliance review

Early Childhood Outcome Data (SPP 7)

Data will be included in this report beginning in the 2009-2010 school year.

Child Count and Educational Environment Data

Child Count (5k-21) and Parentally-Placed Private School Students (PPPS)

The following table indicates the number and incidence rate of students with disabilities by disability category

Disability Category	Total	PPPS	Total Excluding PPPS	Incidence Rate 2007-08
Mental Retardation	11,221	24	11,197	1.25%
Emotional Disturbance	7,872	31	7,841	0.88%
Speech/Language Impairment	35,890	1,330	34,560	3.86%
Orthopedic Impairment	574	13	561	0.06%
Visual Impairment	498	4	494	0.06%
Hearing Impairment	1,292	26	1,266	0.14%
Specific Learning Disabilities	44,076	662	43,414	4.85%
Other Health Impairment	16,768	255	16,513	1.85%
Deaf/Blindness	36	0	36	0.00%
Multiple Disabilities	1,506	7	1,499	0.17%
Autism	5,144	75	5,069	0.57%
Traumatic Brain Injury	461	1	460	0.05%
Young Child w/ Developmental Delay	1,659	54	1,605	0.18%
Total	126,997	2,482	124,515	13.92%

Source: District reported data on Core Data Screens 11 and 16. Child Count is as of December 1

Incidence rate = Total excluding PPPS / enrollment

School-age Educational Environments (SPP 5)

The following table indicates the amount of time that students with disabilities are removed from the general education classroom for special education services

Placement Categories	2005-2006		2006-2007		2007-2008	
	#	%	#	%	#	%
Inside Regular Class >79% (SPP 5a)	74,574	56.33%	74,759	57.23%	74,149	58.39%
Inside Regular Class 40-79%	35,794	27.04%	34,713	26.58%	32,876	25.89%
Inside Regular Class <40% (SPP 5b)	14,727	11.12%	13,726	10.51%	12,692	9.99%
Private Separate (Day) Facility*	944	0.71%	987	0.76%	895	0.70%
Public Separate (Day) Facility*	1,905	1.44%	1,863	1.43%	1,821	1.43%
Homebound/Hospital*	654	0.49%	663	0.51%	703	0.55%
Private Residential Facility*	7	0.01%	2	0.00%	5	0.00%
Correctional Facility	NA	N/A	142	0.11%	169	0.13%
Parentally Placed Private School	2,540	1.92%	2,569	1.97%	2,482	1.95%
State Operated Separate School^	1,234	0.93%	1,198	0.92%	1,205	0.95%
Total School Age	132,379	100.00%	130,622	100.00%	126,997	100.00%
Total of Separate Placements* (SPP 5c)	4,744	3.58%	4,713	3.61%	4,629	3.64%

Source: District reported data on Core Data Screen 11

**Total Separate" includes: State Operated Separate School, Private/Public Separate Facilities; Homebound/Hospital and Private Residential Facilities

Percent of Students by Race/Ethnicity (SPP 9/10)

The following table indicates the percentage of students by race for total district enrollment, special education child count and disability categories (special education data excludes PPPS students)

	White %	Black %	Hispanic	Asian %	Indian %	Total %
Total District Enrollment (K-12)	76.19%	17.97%	3.63%	1.76%	0.44%	100.00%
Total IEP Child Count (3-21)	76.08%	20.24%	2.36%	0.86%	0.45%	100.00%
Mental Retardation	65.12%	31.26%	2.30%	0.85%	0.46%	100.00%
Emotional Disturbance	65.22%	32.38%	1.40%	0.33%	0.66%	100.00%
Speech/Language Impairment	82.09%	13.97%	2.47%	1.10%	0.36%	100.00%
Specific Learning Disability	72.61%	23.77%	2.59%	0.54%	0.49%	100.00%
Other Health Impairment	81.10%	16.51%	1.41%	0.42%	0.56%	100.00%
Autism	80.39%	15.32%	1.98%	1.97%	0.34%	100.00%

Source: District reported data on Core Data Screens 11 and 16

Student Assessment Data

Missouri Assessment Program (IEP MAP and MAP-Alternate) (SPP 3b and 3c)

The following table indicates statewide assessment results for students with disabilities

Grade	Accountable	Participation Rate (SPP 3b)	Proficient or Advanced Percent (SPP 3c)	Accountable	Participation Rate (SPP 3b)	Proficient or Advanced Percent (SPP 3c)
2007-08 - IEP MAP and MAP-A						
Communication Arts				Mathematics		
3	10,518	99.86%	25.80%	10,519	99.80%	30.20%
4	10,461	99.84%	23.80%	10,462	99.83%	27.70%
5	9,898	99.88%	23.30%	9,903	99.82%	23.90%
6	9,473	99.65%	17.90%	9,468	99.61%	23.10%
7	9,310	99.76%	15.90%	9,303	99.65%	20.50%
8	9,061	99.39%	14.10%	9,057	99.39%	16.00%
11	7,705	98.90%	8.60%	9,044	98.78%	14.80%
3-5	30,877	99.86%	24.30%	30,884	99.82%	27.37%
6-8	27,844	99.60%	16.02%	27,828	99.55%	19.91%
All	66,426	99.64%	19.03%	67,756	99.57%	22.64%
2006-07 - IEP MAP and MAP-A						
Communication Arts				Mathematics		
3	10,931	97.57%	24.40%	10,932	99.11%	29.60%
4	10,576	98.51%	23.60%	10,578	99.22%	27.00%
5	10,307	98.55%	20.80%	10,301	99.17%	23.90%
6	9,988	98.03%	16.20%	9,959	98.82%	20.60%
7	9,734	96.12%	14.10%	9,738	98.36%	17.40%
8	10,330	97.26%	11.30%	10,307	98.24%	14.20%
11	7,745	94.51%	9.80%	9,250	97.51%	11.50%
3-5	31,814	98.20%	22.98%	31,811	99.17%	26.88%
6-8	30,052	97.14%	13.86%	30,004	98.47%	17.37%
All	69,611	97.33%	17.63%	71,065	98.66%	20.89%
2005-06 - IEP MAP and MAP-A						
Communication Arts				Mathematics		
3	10,711	96.86%	23.30%	10,704	99.07%	28.90%
4	10,773	97.74%	21.80%	10,762	99.09%	25.30%
5	10,558	97.72%	18.60%	10,576	99.02%	20.80%
6	10,162	96.49%	14.50%	10,169	98.13%	17.70%
7	10,759	94.69%	12.10%	10,731	97.76%	14.10%
8	10,776	96.13%	10.90%	10,781	97.75%	13.00%
11	7,602	93.11%	10.10%	9,334	97.02%	10.40%
3-5	32,042	97.44%	21.25%	32,042	99.06%	25.02%
6-8	31,697	95.76%	12.48%	31,681	97.88%	14.90%
All	71,341	96.23%	16.22%	73,057	98.28%	18.80%

Source: MAP Assessment - includes MAP and MAP-A results

Participation Rate = Reportable / Accountable

Proficient or Advanced Percent = (Number of Proficient + Number of Advanced) / Reportable

Evaluation, Parent Involvement and Suspension/Expulsion Data

District Adequate Yearly Progress (AYP) for Students with Disabilities (SPP 3a)

Student assessment data is evaluated for AYP purposes for a specific subgroups of students, one of which is students with disabilities. For district AYP status, refer to School Data and Statistics website: <http://www.dese.mo.gov/schooldata/>

Initial Evaluation Timelines (SPP 11)

Districts are required to complete initial evaluations and determine eligibility within 60 days from referral to special education. The following table reflects the percent of children who, with parental consent, had eligibility for special education determined within 60 days.

Reporting Year	Number evaluated	Number within acceptable timelines	Percent within acceptable timelines*
2007-08	4,298	4,149	96.53%
2006-07	1,994	1,869	93.73%
2005-06	4,107	3,891	94.74%

Note: Data collected from districts in year prior to MSIP review; therefore not available for all districts every year

Statewide reporting includes approximately 1/5 of all school districts in the state

* Pending finalization of the Special Education Compliance review

Parent Survey Data (SPP 8)

Parents are asked about their level of involvement with their children's education on the MSIP Parent Survey.

The following table indicates the percent of parents with a child receiving special education services who reported that schools encouraged parent involvement as a means of improving services and results for children with disabilities

Reporting Year	Total Responses	Number Agree/ Strongly Agree	% Agree/ Strongly Agree
2007-08	5,917	4,271	72.18%
2006-07	6,426	4,461	69.42%

Source: MSIP Parent Advance Questionnaire

Note: Data collected from districts in year prior to MSIP review; therefore not available for all districts every year

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Suspension/Expulsion Data (SPP 4a)

School Year 2007-2008	State				Ratio of IEP : NonIEP rate	
	Students IEP		Students NonIEP			
	#	Rate per 100 students	#	Rate per 100 students		
OSS - All	15,625	12.5	52,212	6.8	1.85	
OSS > 10 Days	4,706	3.8	14,197	1.8	2.05	
ISS - All	18,865	15.2	80,443	10.4	1.45	
ISS > 10 Days	4,055	3.3	12,820	1.7	1.96	
Total OSS and ISS	34,490	27.7	132,655	17.2	1.61	
	Incidents IEP		Incidents nonIEP		Ratio of IEP : NonIEP rate	
	#	Rate per 100 students	#	Rate per 100 students		
OSS - All	31,501	25.3	93,966	12.2	2.07	
OSS > 10 Days	5,036	4.0	15,025	2.0	2.07	
ISS - All	49,413	39.7	191,590	24.9	1.60	
ISS > 10 Days	4,340	3.5	13,538	1.8	1.98	
Total OSS and ISS	80,914	65.0	285,556	37.1	1.75	

Source: District reported data on Core Data Screens 9, 11 and 16

is the number of students or incidents reported; rate is the rate per 100 students based on total enrollment and 5k-21 child count excluding PPPS

ISS All = Any incident resulting in an in-school suspension

ISS > 10 days = Any incident resulting in an in-school suspension for more than 10 consecutive or cumulative days

OSS All = Any incident resulting in an out of school suspension

OSS >10 days = Any incident resulting in an out of school suspension for more than 10 consecutive or cumulative days

OSS includes out of school suspensions, expulsions or unilateral removals

Secondary Transition Data

Graduation / Dropout Data for Students with Disabilities (SPP 1,2)

The following table indicates the numbers and percents of students with disabilities who graduate or drop out from school

	2005-06	2006-07	2007-08	2007-08*
Graduation data (SPP 1)				
Number of students with disabilities who graduated	6,493	6,732	6,621	6,621
Graduation rate for students with disabilities	74.05%	75.62%	76.66%	73.37%
Dropout data (SPP 2)				
Number of students with disabilities ages 14 - 21	46,954	46,560	45,261	45,816
Number of students with disabilities who dropped out	2,275	2,170	2,016	2,403
Dropout rate for students with disabilities	4.85%	4.66%	4.45%	5.24%

Source: District reported data on Core Data Screens 12 and 11

Graduation rate = Graduates / (Graduates + Dropouts) x 100

Dropout rate = Dropouts / 14-21 Child Count x 100

For students ages 14-21 the following exit categories are combined for the number of dropouts: 03-Received a Certificate, 04-Reached Max Age, 07-Moved, Not known to continue and 08-Dropped out

*Totals include data reported by Dept of Corrections. Data reported by DOC are excluded from the other totals

Secondary Transition Plans (SPP 13)

IEPs must include coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet their post-secondary goals. The following data show the percent of youth age 16 and above with a transition plan that meets these requirements as determined by file review of a sample of IEPs

Reporting Year	Total Reviewed	Number Met	Percent Met*
2007-08	537	443	82.50%
2006-07	504	372	73.81%
2005-06	460	216	46.96%

Note: Data collected from districts in year prior to MSIP review; therefore not available for all districts every year

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Follow-up on Previous Year's Graduates (IEP) (SPP 14)

Districts are required to follow-up with all graduates six months after graduation. The following table indicates the district-reported data.

	2006 Graduates		2007 Graduates	
	#	%	#	%
4 - Year College	753	11.60%	810	12.03%
2 - Year College	1,581	24.35%	1,661	24.67%
Non - College	428	6.59%	366	5.44%
Military	197	3.03%	195	2.90%
Employment	2,291	35.28%	2,351	34.92%
Other	496	7.64%	516	7.66%
Unknown	501	7.72%	589	8.75%
Total Employed / Continuing Education	5,250	80.86%	5,383	79.96%
Total Follow-up	6,247	96.21%	6,488	96.38%
Not reported	246	3.79%	244	3.62%
Total Graduates	6,493	100.00%	6,732	100.00%

Source: District reported data on Core Data Screen 08

Total Employed & Continuing Education = Sum of (4-year and 2-year college, non-college, military and employment) / graduates